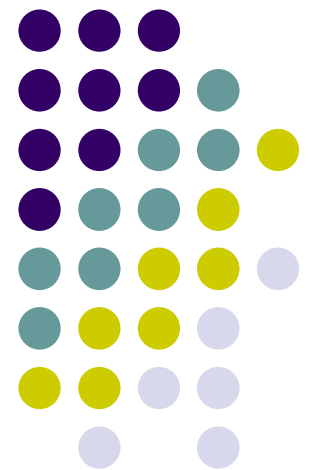
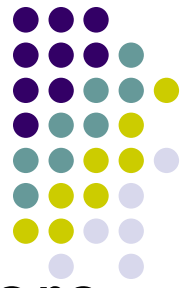


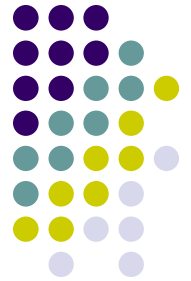
RECOGNIZING BEHAVIORAL AND SITUATIONAL ANTECEDENTS (AND SETTING THE STAGE FOR SUCCESS)

What we Do, When we Do it,
What we Say, and How we Say
It





- **ANTECEDENT** – something that comes before something else
- An **antecedent behavior** is something a person does; an **antecedent situation** is a physical or social setting that lets staff know that a target behavior is likely to occur and they have an opportunity to help the consumer meet their need using a more conventional communication strategy, thus avoiding the target behavior. (*Behavior trigger* and *setting event* are similar terms)



Behavior Facts

Our behavior has **3 basic messages**. It communicates:

- 1) What we **want**
- 2) What we **don't want**
- 3) We **need some attention**

BEHAVIOR IS NEITHER 'GOOD' NOR 'BAD'. BEHAVIOR IS NEUTRAL. WE MUST HAVE BEHAVIOR TO BE ALIVE. BEHAVIOR IS EITHER EFFECTIVE IN A SITUATION, OR SOCIALLY SIGNIFICANT FOR THE PERSON, or it is not. SOCIAL SIGNIFICANCE IS THE POSITIVE EFFECT THE BEHAVIOR HAS ON THE PERSON'S DESIRED OUTCOME.

Our behavior serves 4 basic **FUNCTIONS or PURPOSES**:

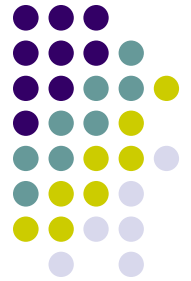
Escape

Tangible

Attention

Sensory

Communication Facts

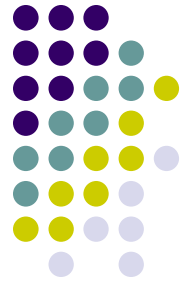


VERBAL (Words) (What we say) 7% of our communication

PARAVERBAL (How we say it) 35% (volume, tone, rhythm or rate of speech)

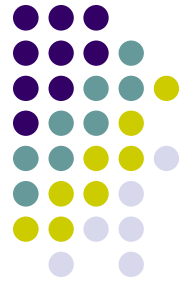
NONVERBAL (What we do with our bodies) 58% of what we communicate. Non verbal communication is the primary component of our message!!

Non Verbal Communication



- **Personal Space** —we each consider the 1.5 to 3 feet around us as extensions of ourselves
- **Body Posture** —be aware of where our hands are; facial expressions; eye contact; arm position; leg stance
- **Body Movement** —how quickly we move; arm & hand movement



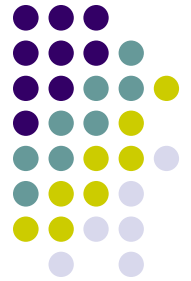


Para Verbal Communication

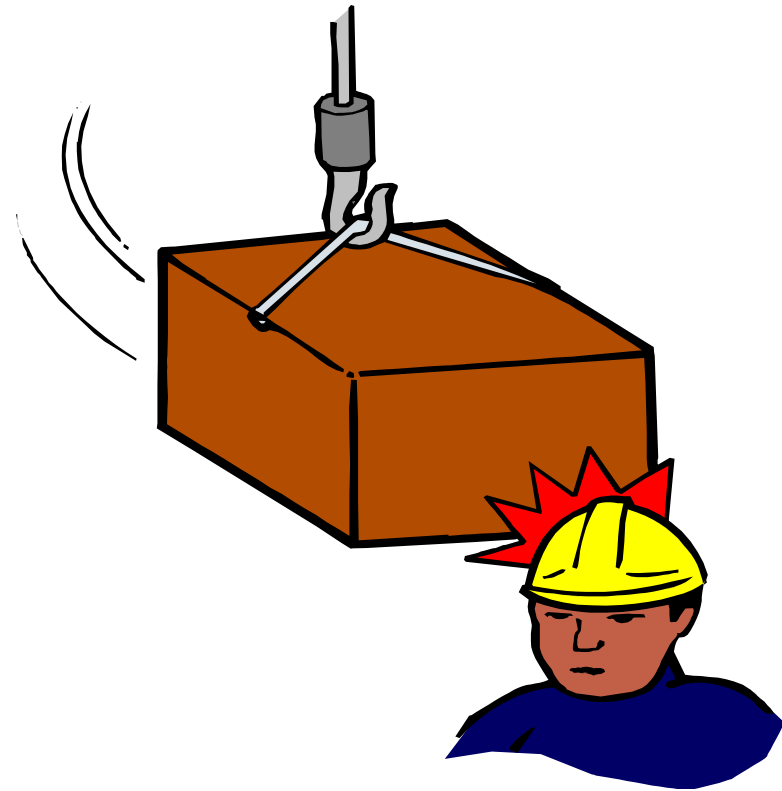
How We Say What We Say

- **Tone and Inflection**
- **Volume**
- **Rate or rhythm of speech**

Environmental Factors that Influence all Behavior

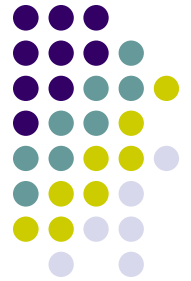


- Personal expectations
- Expectations of Others
- Nature of activity
- Nature of materials
- Nature of instructions
- Length of activity
- Number of people present
- Behavior of people present
- Environmental pollutants
- Physiological state
- Time of day
- Sudden change in routine
- Predictability



Specific environmental factors can act as situational antecedents for individuals

Antecedent Behaviors



Agitation or **Anxiety** evidenced by:

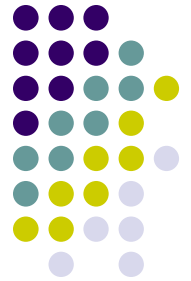
- Pacing
- Hand wringing
- Lip Biting
- Clenching teeth
- Clenching fists
- Drumming or flicking fingers
- Standing up/sitting down repeatedly
- Eye flitting, eye blinking or staring (these are some commonly seen indicators of stress; there are many. Think about some that you have observed....)

Antecedent Control Strategies (*Good Set Design*)



- **Remove Seductive Objects** (if John eats coins, take the Casino Night coin jar off the fireplace mantel)
- **Remove Unnecessary Demands and Requests** (set the table now! take a shower now! get up! Take out the trash! Get dressed! Shut off that TV! Don't stack the plates with the cups)
- **Eliminate Provocative Statements and Actions** (Shut off that TV! Hurry up! Now! Keep it up, you're losing next weeks privileges, now! You are non-compliant! What did you say? You heard what I said! That's not how !Finger Point! Eye roll)
- **CONSIDER ALL ENVIRONMENTAL FACTORS AND MANAGE THE ENVIRONMENT TO MAKE IT A 'BETTER FIT' FOR THE PERSON**

Staff Response to Antecedent Situations and/or Behavior



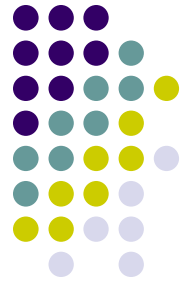
BE:

- A Supportive Presence and Non-judgmental

DO: ATTEMPT TO RELIEVE THE ANXIETY

- Acknowledge what you see
- ACTIVELY LISTEN; Reflect the message you hear
- Help Solve the Problem: Suggest options
- Offer help; seek information; share information
- Offer Positive Program Reminders
- Give Self Monitoring Instructions
- Use Humor (do something unexpected) (and be flexible)
- Offer redirection

VERBAL SUPPORT-Helping a person solve their problem



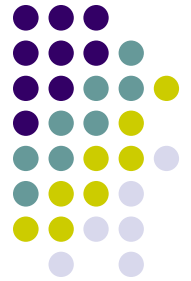
Maintain our **supportive presence** (stay aware of our nonverbal behavior, stay aware of our tone, volume and rhythm, monitor our body posture)

Help Solve the Problem: Seek information; share information; offer help; suggest options; or do it for them...

‘How are you doing?'; or ‘Do you need some help?'; or ‘Is something bothering you?'; or ‘Can I help?'; or ‘Have you tried it this way?' or ‘Could I try?' etc.

Offer Redirection- ask them to help you with something of interest to them; **Use Humor** (do something unexpected); **Use Positive Program Reminders** (“think about how close you are to getting your facial-just one more day using your words to tell me you are upset, and not hitting!”) **Use Self-Monitoring Instructions-** (“let’s go check your chart and see how many checks you have earned for going to the Angel’s game”)

Verbal Support includes Active Listening Strategies



Let them know you are there...acknowledge what you see....

(‘How are you doing?’; or ‘Would you like to talk?’; or ‘Do you need some help?’; or ‘Is something upsetting you?’; or ‘You look sad’ or ‘Can I help?’; or “are you sick?”; or “May I sit with you?” etc.)

Reflect their message.....(‘You seem to be upset...’ ‘You don’t like doing this...’ ‘You want to leave....’ ‘that makes you feel bad...’ etc.)